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ABSTRACT

Abstracts of 12 documents in the ERIC system focus on the varieties of community schools. Topics covered include shared facilities, legal matters, and a discussion of the philosophical assumptions and attitudes underlying the community education movement. One document contains mainly Canadian entries, and two are literature reviews. (MLF)

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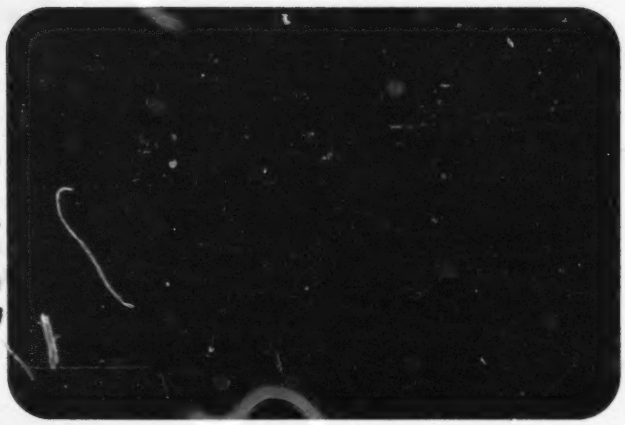

Number 22 November 1976

The Best of ERIC presents annotations of ERIC literature on important topics in educational management.

The selections are intended to give the practicing educator easy access to the most significant and useful information available from ERIC. Because of space limitations, the items listed should be viewed as representative, rather than exhaustive, of literature meeting those criteria.

Materials were selected for inclusion from the ERIC catalogs *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE).*

This bibliography was prepared by the ERIC Clearinghouse on Educational Management for distribution by the American Association of School Administrators, the Association of California School Administrators, and the Wisconsin Secondary School Administrators Association.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

Community Schools

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American Association of School Administrators. ***New Forms for Community Education.*** Washington, D.C.: 1974. 92 pages. ED 093 038.

Although "community school" has, in the past, frequently been confused with "community education," the two are not synonymous. The community school is only one of the resources that the "comprehensive community service center" draws on. For example, the John F. Kennedy School and Community Center in Atlanta, Georgia, a large, multipurpose community education facility, houses not only a middle school but such community service agencies as the YWCA, the Social Security Administration, the employment office, and legal aid, to name only a few. Other community education centers are described in this book, complete with pictures and architectural plans.

The emphasis in this attractively designed volume is on facilities for community education. But its authors view facilities—buildings and grounds—as representative of the evolving community education concept, a concept that has increasingly expanded from the simple notion of public community school into the more complex notion of total community service. The modern community education facility "is a multiuse facility" that "serves a different array of functions in different communities."

The combination of the general and the specific in this volume makes it a valuable contribution to the literature on community schools and community education.

Order copies from American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209. Stock No. 021-00414, $12.00, quantity discounts. All orders under $15.00 must be prepaid, include $1.00 handling charge.
Order MF from EDRS, $0.83. Specify ED number.

Corman, Linda, compiler. ***Community Education in Canada. An Annotated Bibliography. OISE Bibliography Series No. 2.*** Toronto: Ontario Institute for Studies in Education, 1975. 55 pages. ED 114 949.

With the exception of one section containing annotations of United States bibliographies on community education, all the entries in this collection of sources are Canadian—about Canadian community schools and community education, written by Canadians. As this bibliography shows, a rather large body of material on different aspects of these topics has emerged in Canada, where community education has generated almost as much published comment as it has in the United States.

The 219 annotated entries are divided into four sections. In addition to the part listing bibliographies (Section 4), Section 1 lists sources dealing with theories and definitions of community education and community schools, specific Canadian community education projects, and the proceedings of the Ontario Legislative Assembly Select Committee on the Utilization of Educational Facilities. Section 2 covers the uses of school facilities, including sources on the legal aspects of facilities utilization. And Section 3 concerns community control of schools, which Corman and other Canadian writers believe is inextricably tied up with the community education concept.

The range of materials included in this bibliography is wide, the annotations are clearly and concisely written, and the perspective is refreshingly different.

Order copies from Publication Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, M5S 1V6, Ontario, Canada. $2.25.

Ellis, Peter, and Sperling, John. "The Role of Community School Director as Organizer." ***Community Education Journal,*** 3, 1 (January 1973), pp. 55-56, 61. EJ 070 334.

"The most important of many tasks of the Community School Director is to organize the various constituencies in his community." Ellis and Sperling see organization as the means of reintegrating often disillusioned and alienated people back into the structure of the community. The key to this reintegration is *power,* which can be, according to these authors, "a humanizing force."

The community school director, through his organizing abilities, can channel the energy of community members into the constructive exercise of power—"an aspect of human potential," not "a social force which has a finite quality." Their assertion that "lack of power corrupts and absolute lack of power corrupts absolutely" offers an interesting context in which to view the role of the community school director.

EA 008 686

Hiemstra, Roger. ***The Educative Community. Linking the Community, School, and Family. The Professional Education Series.*** Lincoln, Nebraska: Professional Educators Publications, Inc., 1972. 116 pages. ED 078 575.

According to Hiemstra, the schools are simply one component of the entire community—one of "those social units performing societal functions" that, when combined, "serve the needs of a given public." Therefore, this author argues, "the school can no longer afford to remain autonomous or separate from other community institutions, many of which also have educational functions."

The concerted efforts of all community institutions lead to the realization of the "educative community" in which education is central and integrated into all facets of life—including decision-making. Hiemstra argues for decentralized educational decision-making, which demands that the educational structure of the community (not just its schools) serve the interests and needs of community members, rather than fulfill "some general set of requirements established at a centralized level."

The community school is, of course, an important element in creating the educative community. Its "ultimate goal," according to Hiemstra, is "to influence the community toward constructive change by assisting community residents to solve various problems basic to community living."

The striking thing about Hiemstra's argument is its emphasis on decentralization—an emphasis he makes explicit, unlike some proponents of community education. The basic unit for problem-solving and for curing societal ills is the community, not the state or the nation. And community education is the means of accomplishing these goals, according to Hiemstra.

Order copies from Professional Educators Publications, Inc., Box 80728, Lincoln, Nebraska 68501. Order No. 006-4, $1.75.

Kerensky, Vasil M., and Melby, Ernest O. ***Education II—The Social Imperative.*** Midland, Michigan: Pendell Publishing Company, 1971. 191 pages. ED 069 834.

The philosophical assumptions and attitudes underlying the community education movement are articulately presented in this examination of the failure of American education. Kerensky and Melby assume, like all community education advocates, that education is the solution to social disintegration. Although they share this belief with more traditional educators, they believe that the solutions education has to offer can be achieved only if the concept of education is expanded. A child's education hardly ceases when he leaves the school building; it is continued throughout his life in the community. Therefore, the community must be completely involved in education, they argue.

Kerensky and Melby maintain that "we are entering a new phase in the history of the human condition," which they call "Mankind II." To meet the demands for "new qualities and characteristics," it is imperative that a "learning society" evolve from the "education-centered community."

In order to educate all children, even those previously considered "disadvantaged" or "uneducable," schools must be freed from the bureaucratic constraints of central control and allowed to directly serve their communities. Only then can education impart to community members a sense of their own value and well-being, qualities that Kerensky and Melby consider essential for a "learning society."

These two authors are, judging from their book, confirmed optimists. They believe that, while the achievement of "the American dream" is currently an impossibility for many children, it can become a reality, just as true community education, the means of achieving the "dream," can become a reality.

Document not available from EDRS or publisher.

McCloskey, Gordon. ***Year-Round Community Schools: A Framework for Administrative Leadership.*** Washington, D.C.: American Association of School Administrators, [1973]. 63 pages. ED 079 838.

Pointing out that the idea of making full use of community educational resources all year round is not new, McCloskey notes that this combination of the community education concept and the year-round school concept is more relevant now in view of "our present-day need for using all available resources." These two concepts together can provide not only the more economically efficient utilization of resources such as facilities, but the fuller realization of human potential within the community as well.

McCloskey presents some of the major year-round school "patterns" and shows how these patterns may be incorporated into the community school. He also defines and analyzes some of the major administrative tasks involved in planning and implementing a year-round community school.

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Also available from EDRS. MF $0.83 HC $3.50. Specify ED number.

Molloy, Larry. ***Community/School: Sharing the Space and the Action. A Report.*** New York: Educational Facilities Laboratories, Inc., 1973. 98 pages. ED 084 643.

In his examination of the role of shared facilities in community education, Molloy draws a distinction between the community school and "community/school." In the latter "the entire building is operated for the benefit of people of all ages in the community and is paid for and operated by educational and other public service agencies." In other words, the distinction between the community and the school is dissolved under Molloy's definition.

This union of school and community can, according to Molloy, "make significant differences in the economy and productivity of local services" of all kinds. On this concept he bases his analysis of the planning, administration, architecture, and legal aspects of community/schools.

Molloy's book is well written and interestingly illustrated.

Order copies from Educational Facilities Laboratories, Inc., 250 Third Avenue, New York, New York 10022. $4.00.
Also available from EDRS. MF $0.83 HC $4.67. Specify ED number.

Schofield, Dee. ***Community Schools. NAESP School Leadership Digest Series, Number Four. ERIC/CEM Research Analysis Series, Number Six.*** Washington, D.C.; and Eugene: National Association of Elementary School Principals; and ERIC Clearinghouse on Educational Management, University of Oregon, 1974. 48 pages. ED 094 447.

Community education was once viewed as the means of transforming the culture of other societies to conform to the values and technology of a dominant culture, according to Schofield. Obviously, this concept of community education no longer has currency.

Community education is now seen as one means of returning control of education to the local community, not for taking its power away. According to Schofield, the present interest in community education in large part reflects Americans' hesitancy to look to outside sources ("especially the federal government") for solutions to local problems.

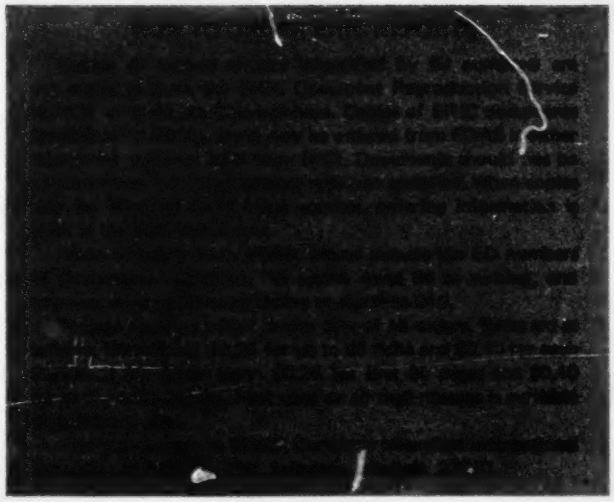
In addition to briefly reviewing the history of community education, this analysis of the research touches on the administration, curriculum, facilities, and financing of community schools. Schofield sees community education as one possible means of combatting social problems. But she cautions that the educational system as a whole must become more receptive to change if the potential benefits of community education are to be realized.

Order copies from National Association of Elementary School Principals, P.O. Box 9114, Arlington, Virginia 22209. $2.50.)
Also available from EDRS. MF $0.83 HC $2.06. Specify ED number.

Seay, Maurice F., and others. ***Community Education: A Developing Concept.*** 1974. 424 pages. ED 095 612.

"Community education is the process that achieves a balance and a use of all institutional forces in the education of the people—all of the people—of the community," according to Seay, a longtime proponent of community education. He acknowledges that "because of its all-inclusive nature," community education is difficult to define. But he argues that it must be considered a more complex, comprehensive concept than the community school, which is frequently just an extension of already-existing public school programs.

This volume is intended to show just how comprehensive Seay's vision of community education is. Chapters deal with the institutions and agencies that can contribute to community education (including almost every kind of social organization from the YMCA to the U.S. Army, according to Seay), with leadership and leadership training in community education, with accountability and evaluation, with public communication, with counseling and special education, and with the



roles of community colleges and universities in community education. A bibliography of other sources is also included.

To accomplish the coordination of "all institutional forces" for community education, Seay states that a plan must be followed by an organization with the authority to "promote comprehensive programs of education." This organization is to derive its power "directly from the people of the entire community," which Seay defines as a local geographic area. Although he does not use the terms "political power" or "local control," he seems to implicitly endorse these concepts as the means of achieving true community education.

Order copies from Pendell Publishing Company, P.O. Box 1666, Midland, Michigan 48640. $9.50.

Stufflebeam, Daniel L. "Evaluation as a Community Education Process." ***Community Education Journal,*** 5, 2 (March-April 1975), pp. 7-12, 19. EJ 112 448.

"Community education suffers from a lack of independent, dependable feedback; and communities may not be benefiting as much as they should be from their investments" in it, according to Stufflebeam. This expert on educational evaluation asserts that any community education program "absolutely requires a well-functioning ***formalized evaluation system***" that provides "a detached and independent perspective" and a thorough technology that yields reliable data.

Formal evaluation is necessary to provide information for decision-making and accountability. Stufflebeam recommends the use of both formative evaluation, which provides information to decision-makers ***before*** they make decisions, and summative evaluation, which tells consumers as well as taxpayers how well a program has worked.

Stufflebeam outlines what he calls "a sound conceptual framework" for community education evaluation. His framework provides a definition of evaluation (it is the act of determining "merit"), the objects of evaluation, its uses, the specific variables to be evaluated, the data-gathering process, who should evaluate the community education program (both insiders and outsiders), and how the evaluation itself should be judged.

This article is the best of 20 articles on community education evaluation in the March-April 1975 issue of the ***Community Education Journal.***

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Research reports are announced in Resources in Education (RIE), available in many libraries and by subscription for $42.70 a year from the United States Government Printing Office, Washington, D.C. 20402. Journal articles are announced in Current Index to Journals in Education. CIJE is also available in many libraries and can be ordered for $50 a year from Macmillan Information, 216R Brown Street, Riverside, New Jersey 08075.

Besides processing documents and journal articles, the Clearinghouse prepares bibliographies, literature reviews, monographs, and other interpretive research studies on topics in its educational area.

This publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the American Association of School Administrators for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the American Association of School Administrators or the National Institute of Education.

EA 008 000

Weischadle, David E. "Planning for Community Education." Paper presented at Community Education Institute, Upper Montclair, New Jersey, June 1974. 10 pages. ED 098 712.

If community education is to be truly community-oriented, then the schools must involve the community "in setting goals, designing programs, and conducting these programs," according to Weischadle.

This author conceives of the community education planning process as a system—"a set of inter-related steps that are sequential and unifying." This planning system must also be cyclical, flexible, and keyed to fluctuations in budget. Members of the community should be involved in all stages of planning, which include assessment, goal setting, program design, budget development, and implementation.

To begin the planning process, Weischadle suggests that a study of the community conducted *by* the community can yield the necessary data for assessment. The community should also be included in the goal setting and program design stages in order to "gain support and consensus." However, he cautions that these strategies should not be used "frivolously for public relations." The decisions made by the community must be backed up by "a firm public commitment to act upon goal development" by school leaders and administrators.

He also cautions against allowing community expectations to soar unrealistically to the point "where the community believes every suggestion will be funded." The public must be apprised of limited financial resources, a goal that can be accomplished by involving community members in budget development. Finally the community must be included in the ongoing implementation of the programs it helps to create.

Weischadle asserts that the community can be trusted to make sound decisions regarding its own educational programs. Such trust is necessary if community education is to work.

Order from EDRS. MF $0.83 HC $1.67. Specify ED number.

Wood, Erica F. "An Identification and Analysis of the Legal Environment for Community Education." *Journal of Law and Education*, 3, 1 (January 1974), pp. 1-31. EJ 092 626.

According to this excellent analysis, the law alone cannot create community education. But it does provide one of the frameworks in which community education proponents must work.

Wood states that "the points of contact between the legal world and the emergent world of community education have been both positive and negative." On the positive side, state legislation encouraging the creation of community schools has been passed in at least 11 states, and judicial rulings on the use of school property for community education purposes have "generally been liberal." On the negative side, most state constitutions and codes still define "school" and "student" in very narrow terms, making it difficult for community education advocates to expand educational services for adults, for example. Wood also points out that community education is frequently regarded (in the law) as "an add-on" program—"an extra frill rather than as a fundamental redefinition of education."

Wood analyzes the legal bases for financial support of community education programs (including the somewhat "uncoordinated" sources of federal funding), citizen participation in community education (including decentralization and community control), intralocal cooperation (which necessitates the power to contract), and racial integration and community education.

She concludes that community education "possesses the potential for creating a whole new dimension of public education law, one which will bind the school closer to the community."

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